**Global Intervention Plan: Guide to Establishing Priorities**

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Directions: Following completion of the UCC and ISSI, the next step is to identify UCC **areas** and **items** that will result in a *meaningful* Global Intervention Plan. Consideration of priorities and strengths for an individual facilitates selection of UCC areas and items. The following questions are provided as a guide.

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| **Selecting UCC Areas** | **Vision** “Begin with the end in mind” – Stephen R. Covey | |
| * What is the short and long-term vision of/for the individual?   *Note that “short-term” and “long-term” may be defined differently in order to be meaningful.* | |
| Long-term: Become more independent by relying less on adult prompting and have social outlets.  Short-term: attention to tasks and complete assigned work | |
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| * Which UCC **areas** would have the greatest impact on achieving this vision? | |
| Cognitive, communication, social, emotional | |
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| **Settings** | |
| * In what settings does the individual participate? | |
| Student participates in direct instruction and mainstream classrooms that include the cafeteria, library, gymnasium, and bus. | |
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| * Which UCC **areas** have the greatest impact on the individual’s ability to function in multiple settings?   Cognitive, social, emotional, and communication | |
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| **Quality of Life** | |
| * What is most important to the individual? What provides a sense of well-being?   *Consider independence, relationships, play/leisure activities, safety, health, etc.*  The individual wellbeing and safety, as well as his family, is important. | |
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| * Which UCC **areas** have the greatest impact on the individual’s quality of life? | |
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| **Key UCC Areas** | |
| Based on your answers to the questions above, place a check **X** next to the key UCC **areas**.  *Transfer to the* ***Areas of Concern*** *section of the Ziggurat Worksheet.* | |
| X Social  Restricted Patterns of Behavior Interests, and Activities  X Communication  Sensory Differences | X Cognitive Differences  Motor Differences  X Emotional Vulnerability  Known Medical or Other Biological Factors |

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| **Selecting UCC Items** | **Key UCC Items** | |
| Select key UCC **items** for *each* of the UCC **areas** listed above. Choose items that are essential (necessary for progress) and developmentally appropriate. Emphasize items that are more pivotal (building blocks for additional skills). Avoid selecting redundant items. | |
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| Write key item numbers and descriptions below. These items will be used to develop interventions keeping strengths and skills (identified on the ISSI) in mind. | |
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| *Transfer items to the* ***Selected UCC Item*** *section of the Ziggurat Worksheet. Develop interventions.* | |
| # Cognitive #52, 53, 62, 60 | # Social #3, |
| # Communication # 25 | # Emotional #89 |
| # | # |
| # | # |